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OTE 86-1048

8 October 1986

MEMORANDUM FOR: Chief, Management Staff, DDA

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FROM:


Director of Training and Education

SUBJECT: Conference on Agency Priorities

REFERENCE: DDA Memo 86-1515, dtd 4 Sept 86, same subject

Parts A, B, and C of this memorandum are keyed to the questions you pose in your memorandum under the same letters.

A. Retraining

OTE must aggressively formulate and implement a "retraining" program for existing and new employees. "Retraining" is essential to meet the Agency's personnel needs, keep our workforce's skills up-to-date, ensure productivity and flexibility, and retain our people. Several factors underscore the importance of "retraining":

- the Agency population will stop growing by FY 1989
- the population in prime recruiting ages (20-29) is declining
- technological change will continue rapidly
- colleges and universities are deficient in educating professional applicants in such key skills as languages, writing, analysis, and computer and area studies
- Agency employees will change careers within the organization more frequently
- automation and the use of computers will increase
- new employees will begin careers--including second ones--at a later age

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-in some disciplines, employees only five years out of school will need to be retrained

-more job changeovers will occur, e.g., analysts will move from one substantive area to another

1. External Training Programs

25X1 To enhance and broaden the perspective of Agency officers, OTE will develop two new programs. The first will significantly expand the number of officers who will take full-time external training. The goal is to triple the number of officers working to improve or retool their skills on a full-time basis [redacted]

25X1 In addition OTE will develop a CIA "In-Residence" officer program. Through this program, senior and mid-level officers will be assigned to leading university faculties to conduct research, teach and represent the Agency at these universities.

[redacted]

Impact statement: Without these programs Agency officers will not be sufficiently exposed to rapidly developing knowledge and skills in academia and elsewhere, and the Agency will lose an opportunity to improve its standing among opinion makers by placing "good will ambassadors" at leading academic institutions.

2. In addition to doing more externally, a systematic and integrated internal retraining program must be built. OTE must create new training programs and expand existing ones. These include:

-a Third World Institute to train a diverse--and growing--group of people who will work Third World issues but have no experience or academic training in this area

-programs for DI analysts, S&T scientists and DA officers

The demand for training and retraining will escalate significantly in the Wahington area and particularly overseas. To meet this demand, OTE will have to expand alternative methods of delivering training, including:

-computer based training

-interactive video disks

-self-study packages

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SECRET**SUBJECT: Conference on Agency Priorities****-learning centers****-mobile training teams****-external and internal training via satellite**

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Impact statement: Failure to initiate a retraining program will lead to obsolescence in our workforce and low productivity, and will seriously hamper the Agency's ability to carry out its mission.

B. Activities Underway**1. Computer Systems Training**

The Agency is approaching the day when a terminal on every desk will be a reality, and the implications for OTE are enormous. Unquestionably, the Agency's capabilities in mainframe, personal computer, and office automation systems will expand dramatically. At the same time, OTE must train diverse categories of employees to fully exploit our capabilities. In addition to providing basic training on different and changing systems, OTE must meet the escalating demand for applications training brought about by the personal computer explosion. Moreover, we believe a greater percentage of training in all areas will be self-conducted via the terminal, including "retraining".

For OTE the bottom line will be more training, but delivered with a broader focus and in a wider variety and mix. For example, more efficient on-line help facilities using artificial intelligence (AI) and other programming techniques will be needed. Also:

- major equipment purchases will be necessary
- instructor-led courses will be supplemented or supplanted by learning centers, newsletters and special seminars
- subject to security concerns, the sharing of information held in corporate data bases will increase
- the importance of computer security will receive greater attention as the potential for damage increases
- greater emphasis on the transmittal of information between systems--both hardware and software--will be necessary
- an OTE information center will be needed to track hardware and software acquisition and use

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Finally, OTE needs an Applications Development Institute to centralize instruction in the new computer applications programs tailored to the Agency's needs, and to reduce the trend toward costly external training and haphazard self-teaching by the components.

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Impact statement: Without major new expenditures in this area, the Agency will be unable to fully exploit available technology, the productivity of our employees will deteriorate, and the overall effectiveness of the Agency in achieving its mission will suffer.

2. Language Training

OTE must diversify its approaches to foreign language training to meet increased demand and to improve the language proficiency of our people. All personnel who work overseas must receive quality, job-related instruction. The importance of this goal to the mission of intelligence is obvious, yet only half our case officers overseas fluently speak the language of the host country. Serious deficiencies also exist among support officers, technicians, and communicators. The difficulty in hiring employees with language skills and the steady decline in the percentage of our employees speaking languages underscore the problem.

OTE must develop new curricula as well as improve existing ones, introduce interactive video disks and other computer-based training, employ satellite disk technology, expand survival language training, develop better testing validation mechanisms, and hire more contractors.

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Impact statement: Without these resources the Agency's foreign language capability will not improve, our case officers and other personnel will go to the field with less than the best training, and the Agency's operational effectiveness will be impaired.

3. Secretarial Training

OTE will require additional resources for secretarial training beyond the amounts provided by our 1989 new initiative. To provide realistic training, we need the equipment and staff to develop simulated offices using computer-based training and interactive video disks. OTE also must use teleconferencing and remote classrooms, in conjunction with other Intelligence Community agencies, to develop our secretarial workforce's potential and reduce overall training costs through sharing of resources and eliminating overlap.

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Impact statement: Without these funds orientation training for secretaries and clericals in particular will backlog, and the ultimate cost of secretarial training in general will be higher.

4. Soviet Realities Institute

Nothing is more critical to America's future, and to the work of the Agency, than the continuing challenge posed by the Soviet Union. To meet the challenge OTE established the Soviet Realities Institute, which offers an extensive program of instruction on the Soviet Union. The principal objectives of the program are to quickly bring up to speed officers who work on the USSR but whose academic and professional backgrounds on the USSR are limited; strengthen the understanding of Soviet specialists in areas other than their specialties; and build a stronger sense of community among Soviet analysts and collectors. To achieve these objectives, OTE has developed a comprehensive curriculum which includes seminars by outstanding scholars, part-time courses on key disciplines and issues, and specialized programs such as lecture series, videotape series for self-study, and a Russian language course on Soviet society.

OTE will carry this important program as an unfunded initiative through FY 1988. We anticipate that demand for the program will continue to steadily increase and that overseas workshops will become part of the curriculum.

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Impact statement: without this funding, the Soviet Realities Institute will not be able to fully achieve its objectives and base resources will have to be tapped on a year to year basis to maintain the Institute at a minimum level, thereby taking resources from other important programs.

5. Leadership Training

OTE must prepare Agency managers and executives to meet the challenges of leadership posed by rapid changes in our workforce and environment. Two courses of action are essential:

- a. fully implement a recently-designed training program for first-line supervisors, and
- b. conduct management training overseas

The program for first-line supervisors will consist of two basic, mandatory courses, elective seminars, directorate-specific management training, and university-sponsored programs. Overseas management

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training will be delivered by designing programs that use computer-based training, interactive video disks, and other technological innovations.

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Impact statement: Without these funds, many first-line supervisors will not receive the rudimentary training to meet the challenges posed by an increasingly complex and demanding environment. Managers posted abroad will have fewer opportunities than their headquarters counterparts. Overall, the Agency will enter the 1990s without a comprehensive and systematic program to help managers lead effectively.

C. Potential Cost Savings

The OTE Curriculum Evaluation Process ensures that we offer only those courses which are of value and meet priority requirements. An annual zero-based review is conducted on the entire curriculum to examine the extent to which each course directly complements the Agency's mission. This review results in deletions and revisions to the OTE curriculum and the channeling of resources for priority requirements. In FY 1986, 50 courses were evaluated; 20 were deleted from the curriculum and the remaining 30 were revised.

We recently began to categorize our courses into three groups and to track course costs. Category III courses are least required and are candidates for review and deletion. Annual costs of Category III courses are approximately \$100,000. These resources can be made available if necessary to meet higher priority requirements. However, as the evaluation process continues and as course categorizing and costing is refined, there will be very few, if any, Category III courses which we can look to for resources.

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25X1 DDC/Plans (8 Oct. 1986)

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